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ABSTRACT

This investigation begins with an examination of short-term and long-term enrollment trends in a national spectrum of colleges and universities. A review of the literature indicates that substantial increases in enrollment were experienced in all institutions in 1975, but enrollment over the next three decades will fall short of earlier projections. The regional enrollment picture for New York City Community College (NYCCC) does not parallel the national trend, since headcount enrollment for fall 1975 decreased 3.7 percent from 1974. Eight aspects of the enrollment distribution at NYCCC are examined in this document, including: (1) comparative enrollment summary; (2) matriculation status; (3) division enrollment; (4) program enrollment; (5) program demand; (6) average credits; (7) credit attrition; (8) geographic origin. The drop in enrollment is thought to be due to the financial crisis in New York City. This report suggests that institutional efforts will need to be directed to the development of new or additional resources for college programs. At the same time, renewed efforts must be made to insure the continued viability of the College and its programs through a meaningful program of evaluation. (Author/NHM)

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Enrollment Profile Report:

Fall Semester 1975

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ABSTRACT

In this study, the enrollment distribution of students attending New York City Community College is examined and evaluated. Conclusions are drawn that pertain to eight aspects of enrollment distribution in a multi-campus urban community college. These eight aspects are: 1) comparative enrollment summary, 2) matriculation status, 3) division enrollment, 4) program enrollment, 5) program demand, 6) average credits, 7) credit attrition, and 8) geographic origin.

This investigation begins with an examination of short-term and long-term enrollment trends in a national spectrum of colleges and universities. A review of the current literature indicates that substantial increases in enrollment were experienced in all institutions in 1975 but enrollment in two-year and four-year colleges over the next three decades will fall short of earlier projections. Up-to-date projections now call for enrollment of 1.5 million fewer students in 1980 than earlier estimated, and 3.4 million fewer students by the year 2000 than previously estimated.

The regional enrollment picture for New York City Community does not parallel the national trend as headcount enrollment for Fall semester 1975 decreased over the previous year. Headcount enrollment during Fall semester 1975 decreased by 3.7 percent over 1974.

Additional findings in the study and their implications for the future development of the College are the following:

1) Headcount enrollment in New York City Community College decreased 3.7 percent during Fall semester 1975 as compared to the same point in time during Fall semester 1974. This change is primarily a result of the financial crisis in New York City. If the College is to experience continued growth, major institutional reforms will need to be undertaken in the area of finance.

2) Headcount enrollment of full-time matriculated students decreased by 0.8 percent in college educational programs between Fall 1974 and Fall 1975. Part-time matriculated enrollment decreased by 4.9 percent with Technology experiencing a 5.5 percent increase, Liberal Arts a 6.0 percent increase, Allied Health a 2.3 percent increase, and Commerce a 3.5 percent decrease. A moderate increase in day enrollment is noted for Technology (2.8 percent). Evening enrollment increased in Liberal Arts (8.7 percent), Technology (26.6 percent) and Commerce (9.0 percent), and declined in Allied Health (-15.9 percent). Increases in evening enrollment would appear to be indicative of an increase in program demand among area citizens.

3) Credit loss in New York City Community College decreased substantially between beginning-of-semester and end-of-semester reporting dates during Fall semester 1975. The attrition rate approximated 12.8 percent of all credits attempted. This represented a substantial decrease over the 1973 figure of 19.1 percent.

4) Credit averages of full-time students attending New York City Community College increased from a rate of 15.6 credit hours per semester in 1974 to 16.4 in 1975. Similarly, credit averages of part-time students increased from a rate of 6.9 credit hours per semester in 1974 to 7.1 in 1975. A significant body of literature over the past year has been devoted to the effects of the economic recession on higher education enrollments. The effects in community colleges are most noticeable in the area of increasing credit loads among part-time students. Additional research will be necessary on factors underlying this phenomenon among regional two-year college students.

5) Data pertaining to the geographic origin of students enrolled in New York City Community College reveal that 64.9 percent live in Brooklyn while smaller proportions reside in the remaining four boroughs of New York City. The percentages are as follows: Bronx-5.7 percent, Manhattan-10.6 percent, Queens-13.4 percent, and Staten Island-1.2 percent. Virtually the same as in 1974, the

market appeal of college programs would appear to be the dominant force underlying a student's decision to enroll in college. This does not negate the argument for decentralization of college programs but, it does promote the concept of a metropolitan-wide approach to development of college programs.

The findings in this report support the general recommendation that institutional efforts will need to be directed to the development of new or additional resources for college programs. At the same time, renewed efforts will need to be undertaken to insure the continued viability of the College and its programs through a meaningful program of evaluation.

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Two-year colleges have been designed to play a special and a strategic role in American higher education. They have democratized post-secondary education opportunities by placing them within the reach of a large number of students; they have made higher education available at low cost; and they have offered a wide range of programs not formerly found in other institutions. No other unit of higher education is expected to serve such a diversity of purposes and to distribute students among so many different types of programs.

These roles help to explain the unusually heavy burden of universal access that now falls on community colleges. At the turn of the century, there were only a few community college students. By 1960 more than 600,000 were enrolled in public and private two-year institutions and by 1975 their number had grown to over three-and-one-half million, including full-time and part-time students. Pre-baccalaureate students now account for 34 percent of all undergraduates in the nation.

Extensive change and intensive examination have marked the decade of the 70's. The growth trend has begun to level off, or at least to slow down. Traditional goals, purposes and programs have been challenged, altered and, in some instances, replaced. Two-year colleges now exist in a more competitive environment than that of the 60's. Developmental education, career education and the community service programs long considered to be among their distinctive offerings, are being found in a growing number of four-year institutions. The entry of private colleges into the career education market and the willingness of state agencies to

provide public monies in support of these institutions poses an increasing dilemma to public two-year colleges. If our colleges are to realize even a modicum of their potential, they must begin to pay as much attention to the origin and distribution of their enrollment as they do to their programs, buildings, and organizational structures.

Focus of the Study

The prospect of stabilizing enrollments, programs and resources in a steady state tends to relegate many two-year colleges to a norm of competition in relationships with other institutions. Primary concern is with means of survival rather than methods of coordination, the number of programs, extensiveness of facilities, and number of staff still count heavily in educational appropriations. But self-interest and inter-organizational struggles prevail when attention is turned to the recisions that higher education as a whole must expect in its share of the public till.

The shifting economic base facing many community colleges has given rise to questions concerning their goals and expectations. Though much is known and much has been written about their mission to become community-based, performance-oriented institutions, recent objective data are lacking. For example, there is no record of any comprehensive attempt to study the financial impact of community education programs on programs based on campus. As a result, no information is available to answer the question of whether community colleges will be able to sustain their traditional enrollment base as they experiment

with community education programs. Further, no study has been made to determine the effect of state-wide planning boards in college programs and enrollments. Few analyses exist of the organizational and financial patterns of regional two-year colleges and of the relationship of these institutions to other segments of higher education. Yet such information is essential to the many institutional and extra-institutional bodies now engaged in planning post-secondary education programs in the New York City metropolitan area.

It is important that a study of enrollment distribution in a multi-campus urban community college include an examination of enrollment trends in other types of institutions. The sterile laboratory setting of a single institution is not conducive to interpretive analyses which have meaningful utility for long-range planning. Only by relating institutional characteristics to the broad sector of higher education is it possible to enumerate the diversity of influences that affect enrollment in a two-year college.To this end, the specific objectives of this study are:

1) to describe the types of students entering a cross-section of two-year and four-year colleges with an attempt to compare the 1975 freshmen population with the populations normally claimed by these institutions.

2) to compare and describe the enrollment distribution in New York City Community College over a three year period 1973 through 1975 with careful attention to characteristics which subdivide the student population into distinguishable groups.

3) to analyze factors related to change in the enrollment distribution which enhance or constrain the ability of the institution to maximize its human and financial resources.

The introductory section of this report presents briefly the national enrollment picture for two-year and four-year colleges, describes projections that have been developed by federal and state agencies, and evaluates prospects for continued enrollment growth in the years ahead. Designed to be an overview of the community college movement, it summarizes the changing profile of college students and various factors which may lead to shifts in their enrollment composition. The second part is devoted to examination of the distribution of enrollment in New York City Community College; the curriculum preferences of students, their geographic origin and average credit hours, and credit hour attrition within the academic semester. A discussion and interpretation of these data is provided in the final section of this report. Major problems associated with institutional growth are identified and trendlines are developed to show alternative growth patterns for the College.

National Enrollment Trends

The national enrollment picture for Fall semester 1975 may best be characterized in terms of a network of anomalies and contradictions. There has been tremendous growth in all sectors of higher education but many colleges have been forced to restrict their rate of growth because of limited space and financial resources. Community colleges accustomed to a steady rate of growth in the

past decade have had to adjust their thinking to accommodate more students with fewer resources. Four-year colleges, particularly private institutions, have been able to generate "new" enrollments, but have done so in competition with two-year institutions. Some have responded by instituting major new programs to stimulate growth. Others have attempted to strengthen and maintain existing programs in an effort to counteract spiraling operational costs and inadequate tuition policies. One fact appears certain: private institutions have undergone a major shift in emphasis to remain competitive with other institutions of higher education.

In a recent report, the Carnegie Commission on Higher Education stated that if present trends continue, college enrollments will stabilize in the near future and fall considerably short of earlier projections. According to Commission estimates, enrollment in American colleges and universities will increase by approximately three million students between 1970 and 1980, decline by one million students between 1980 and 1990, and increase once again by 2.7 million students between 1990 and 2000. Much of the growth during the early part of this period is expected to occur in two-year colleges, particularly within the class known as non-traditional students.

Current social and demographic changes will have a major impact on higher education in the decade ahead. The economic recession, decreasing permanent job opportunities, the energy crisis, and the spiraling cost of living already have had an important effect on short-range and long-range enrollment.

A society in transition is marked by rapid fluctuation in consumer demand and shifting public expectations of institutional performance. Short term projections indicate a substantial increase in enrollment demand but the student mix continues to change and colleges now must find new ways to serve new types of students. In Fall 1975, the National Center for Educational Statistics found evidence of a 9.7 percent increase in enrollment at public and private institutions. This increase was unevenly divided: public colleges experienced an 11 percent increase whereas private colleges increased by 5 percent. Short-term growth, according to summary institutional data, can be attributed to increasing numbers of "new" students (i.e., women, elderly citizens, and racial and ethnic minorities) enrolling in college for part-time study. This clientele formed 40 percent of the enrollment in two-year colleges and 15 percent of the enrollment in four-year colleges and universities (United States Bureau of Census, 1975).

Increasing enrollment in colleges and universities is reflected in statistical accounts published by agencies representative of every major segment of higher education. The 107 member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC) reported important gains in enrollment among colleges in 1974 and 1975. The American Association of Colleges (AAC) reported that more than half of its 800 member colleges had registered enrollment gains.

And, the American Council on Education, in a study of 1581 representative institutions in 1974, found differences in institutional estimates of enrollment growth among all types of colleges. Sixty-eight percent of the public two-year colleges in the survey expected enrollment to rise during the Fall semester, 30 percent expected it to remain the same, and 2 percent expected a decline. Among the private two-year colleges, 47 percent anticipated an increase in enrollment, 19 percent expected it to remain the same, and 34 percent expected a decline. These estimates are corroborated by summary accounts of inadequate operating capital in public and private institutions. Many colleges report enrollments which exceed a level required to permit the optimum use of institutional resources in the Fall semester 1975.

Composition of Enrollment. Although some believe that the community college is a product of a depression economy, enrollment growth during the Fall semester resulted primarily from expanded access of non-traditional students. Students classified as part-time degree credit and non-degree candidates accounted for the largest share of the growth in public two-year and four-year institutions. This is a trend that is expected to continue as increasing numbers of students become aware of post-secondary educational opportunities offered by American colleges. Data tabulated by the National Center for Educational Statistics reveal that non-degree students constituted 6.2 percent of the total enrollment in four-year colleges in 1964, 11.3 percent in 1974, and are expected to account for 14.3 percent in 1982. A similar trend

is expected for two-year colleges with non-degree enrollment increasing from 28 percent in 1964, to 34 percent in 1974, and expected to peak at 38 percent in 1982. In numerical terms, public community colleges will probably enroll approximately 1,400,000 non-degree students by 1982.

Adding to the community college burden, has been an increase in the number of older students returning to college, including a rise in women and persons with low incomes. One-third of the enrollment in 1974 was made up of students in the 25-34 year age group and the proportion of 18 and 19 year olds has been decreasing steadily since 1967. In a recent report, the United States Bureau of Census reported that 18-21 year old students made up half of the student population in 1974. Of the total population of the 9.9 million students, one million were 35 or older, and half of this group were women. The proportions of Black and white students 25 to 34 enrolled as college freshmen and sophomores differed with 50 percent Black and 33 percent white in this age range.

Race has and continues to be one of the major barriers to higher educaton. Membership in an ethnic minority group, frequently coupled with low family income, low parental educational status, poor achievement and low test scores has posed a near-insurmountable barrier to college education for thousands of youth.

The proportion of various ethnic minorities attending college is difficult to establish with any degree of precision but it is clear that Caucasions and Orientals are more likely to enter college than Blacks, American Indians, Spanish Americans, and Puerto Ricans. Black enrollment, however,in two-year and four-year institutions has

risen steadily since 1957. Blacks made up 5 percent of the college population in 1964, 9 percent in 1974, and in 1975 constituted 12.3 percent of all students attending American colleges and universities. Altogether the enrollment of Blacks in higher education institutions slightly exceeds their proportion in the total population of the United States. Despite a higher rate of attrition than white students, Black enrollment continues to climb with two-year colleges, commuter institutions, and traditional Black colleges being the primary recipients of this new clientele.

The sex barrier to higher education has not received as much attention as the barrier imposed by racial minority status, but numerically women constitute the largest reservoir of youthful talent not presently continuing education beyond high school. According to United States Department of Labor figures, in 1950, 56 percent of the males and 31 percent of the females graduating from high school entered college and, by 1967, approximately 71 percent of the males and 54 percent of the females were entering college. Thus women have approached a proportion reached by males twenty years ago (50 percent).

Most colleges can expect the proportions of women in their student bodies to continue to increase during the decade of the 70's for several reasons: 1) education is becoming increasingly important to women as more and more women enter the labor force 2) the reservoir of academically qualified women presently not attending college is large and 3) new attention is being directed toward equality of opportunity for women. For these reasons it is probable that within the next five years community colleges and universities will move away from their traditional ratios of six or seven men

to every three or four women as more and more women become interested in higher education.

The end of the conflict in Viet Nam and the dissolution of the traditional military service system have also had an impact on enrollment. The rapid increase in veteran enrollment (14 percent) between 1974 and 1975 has resulted in an increase of 23 percent in G.I. benefits--a cost that eventually must be borne by the taxpayer. Colleges will face special problems with instructional programs in attempting to accommodate the needs of veterans.

Causative Factors. Egalitarianism has become a reality in higher education. Many young people are already pursuing post-secondary education and increasing numbers of adults are returning to college for advanced skill training and private educational pursuits. Although the major concern of educators at present is with expanded access of non-traditional students, the data above indicate that, for many students, low academic ability and limited financial resources have not served as a deterrent to continuing their education.

Adoption of an egalitarian approach has also modified the effectiveness of the present major predictors of college entrance. Educators as well as the general public are aware that educational reforms have been introduced to come to grips with the learning needs of new students, yet these reforms are not isolated from the institutional and community context in which they occur. There are many factors that can be linked with enrollment growth in community colleges. Some of these are:

*the infusion of skilled community relations specialists who have been able to positively influence the attitudes of some sectors of the public toward higher education.

*rising unemployment caused by the economic recession.

*moderately increasing costs at private liberal arts colleges and public state colleges and universities.

*introduction of new curriculum programs and innovative teaching techniques.

*reduction of personnel in the armed forces.

*community agencies requiring new and additional services from community colleges.

*scholarship availability and increased federal and state funding for college financial aid programs.

*the newly articulated mission of two-year colleges to be community-based, performance-oriented institutions.

The introduction of new programs and more efficient management techniques have led to strong gains in enrollment over the past year, but could lead to problems in the years ahead if the relationship between enrollment and operating revenues is not carefully regulated.

The revised projections of the Carnegie Commission offer a preview of long-term enrollment trends for community and junior colleges. The long-term pattern will be one of stabilization or moderate growth with colleges scrambling to obtain a "corner" on the market and adequate resources to operate programs. Some of the trends that mark this pattern are the following:

*overall decrease in secondary school senior enrollment over the seven-year period 1973 through 1980.

*statewide constriction on FTE reimbursements for certain types of students in two-year colleges.

*the"stopping-out phenomenon."

*development of competitive occupational-technical programs in private liberal arts colleges and public state colleges and universities.

*lowering of admission requirements at private liberal arts colleges and public state colleges and universities.

*a decrease in the "marketability of college graduates--a college education is no longer an iron-clad guarantee for a job.

*a changing labor market and emphasis on "experiential" versus theoretical learning.

*competitive recruitment from private liberal arts colleges and public state colleges and universities.

The diminishing number of graduates from secondary schools and the continuing economic recession may have a significant impact on the six-year enrollment picture from 1974 through 1980. The era of rapid growth has ended and a new era has taken its place. Traditional goals, purposes and programs are being evaluated and, in some cases, modifications are being enforced. There are new constituencies and revitalized older ones. Some institutions will stand a better chance of survival than others depending on the amount of effort they put into understanding newly developing social needs and financial realities.Management reorganization undertaken by two-year colleges may heighten institutional awareness of conditions in the state and locality and may counter the trend toward decreasing resources but it will not guarantee fiscal stability. New York City Community College currently faces this dilemma and must respond to the growing educational needs of non-traditional students in the New York City metropolitan area but it must do so without overtaxing its reduced finance base.

College Enrollment Profile

The relationship between college enrollment and financial support is a critical new dimension in higher education. Two-year colleges, with their strong ties to the community, have a serious problem balancing community educational needs against anticipated revenues. If the distribution of enrollment is not carefully regulated in relation to trends in financial support, unplanned structural changes can develop.

Financial difficulties within the City University of New York stemming from city and state budgetary crises, have had their effect on New York City Community College. Supplies have been limited, services curtailed, and adjunct faculty and support staff excessed. With enrollment down slightly from 1974 but almost equal to that for the Fall semester 1973,the problem of serving a large student body with sharply limited resources is acute. This dilemma is especially felt in the technical and health fields where "labor intensive" instruction is made necessary by both the nature of the programs and by state licensing requirements. "Steady state" enrollment and institutional retrenchment are phenomena that do not dovetail easily.

Enrollment data in this report are tabulated in the form of a comparative headcount summary for New York City Community College over the two-year period 1973-1975. Where appropriate, references are made to enrollment in previous years to elucidate trends.

Enrollment Status. The data presented in Table I indicate a college-wide decrease in headcount enrollment of 666 students (-3.7 percent) in 1975 compared with the same period in 1974. These data reveal that enrollment of matriculated students decreased by 2.3% during Fall semester 1975 and returned to the level of enrollment achieved in Fall semester 1973: the matriculated enrollment of 12,465 in 1975 is almost the same as the matriculated enrollment of 12,485 in 1973.

Non-matriculant enrollment, after a slight gain in 1974, of 3.2 percent, suffered a 7.0 percent loss in 1975. Nevertheless this decrease was not sufficient to alter the matriculant/non-matriculant ratio of approximately 12:5 for each of the three academic years under consideration. The overall change in enrollment (a net decrease of 3.7 percent) in 1975 showed a return almost equal to 1973 levels with the slightly lower 1975 figure being accounted for by non-matriculant enrollment decreases.

The data in Table 2 describe the enrollment status of matriculated and non-matriculated, full-and part-time, day and evening students for the Fall 1974 and 1975 semesters. Enrollment of full-time day matriculated students decreased 2.7 percent between Fall 1974 and Fall 1975, following a .2 percent decrease between Fall semesters 1973 and 1974. The enrollment of part-time day matriculated students decreased 24.2 percent from 1974 to 1975.

Matriculated evening enrollments are notably different. Full-time matriculated enrollment showed a lessening gain:

Table I

Comparative Fall Semester Headcount Enrollment
1974 - 1975

Matriculation Status	Semester and Year		Increase (Decrease) %
	Fall 1974	Fall 1975	
Matriculated	12,761	12,465	(2.3%)
Non-Matriculated	5,316	4,946	(7.0%)
Total	18,077	17,411	(3.7%)

Table 2

Enrollment Status of Matriculant and Non-Matriculant Students:
Fall Semester 1975*

Attendance Status	Matriculant						Non-Matriculant						Total					
	Full-Time		% Inc	Part-Time		% Inc	Full-Time		% Inc	Part-Time		% Inc	Full-Time		% Inc	Part-Time		% Inc
	1974	1975	(Dec)	1974	1975	(Dec)	1974	1975	(Dec)	1974	1975	(Dec)	1974	1975	(Dec)	1974	1975	(Dec)
Day	7539	7336	(2.7)	2028	1538	(24.2)	--	--	--	--	--	--	7539	7336	(2.7)	2028	1538	(24.2)
Evening	528	664	25.8	2666	2927	9.8	782	878	12.3	4534	4068	(10.3)	1310	1542	17.7	7200	6995	(2.8)
Total	8067	8000	(0.8)	4694	4465	(4.9)	782	878	12.3	4534	4068	(10.3)	8849	8878	(0.3)	9228	8533	(7.5)

*Enrollment is reported in terms of headcount.

the 1973 to 1974 increase of 46 percent was halved to 26 percent between 1974 and 1975. Part-time evening matriculant enrollment decreased 8 percent in 1973-1974 compared to a gain of 10 percent between 1974 and 1975. This increase raised the total number of evening part-time matriculated enrollees to slightly higher than 1973 levels. The majority of matriculated evening students continue to be part-time. Despite large gains among full-time evening students, this group made up only one in five evening matriculated students in 1975--a figure which nevertheless, represents a considerable increase from one in nine in 1973.

The sharp increase (63 percent) from 1973 to 1974 in full-time non-matriculated students and its continuation (plus 12 percent) into 1975 may be attributable to the condition of the economy and a growing need for educational credentialling among adult students. Full-time non-matriculating students seem willing to extend their commitment to the classroom to meet the requirements for matriculation and thus not only benefit from savings in time but also accelerate their progression toward new career opportunities. Motivation for self-fulfillment, a broadening of horizons, or reasons of social acceptability are probably not as strong motivators of college attendance as economic motivation, credentialling and career training.

Part-time non-matriculant enrollment declined 3 percent from 1973 to 1974 and suffered a further decline of 10 percent between 1974-1975. For evening non-matriculated students, a larger proportion attend part-time rather than full-time although this proportion has been decreasing. In 1973 one in

ten was a full-time student, while in 1975, the ratio was about one in five. Increased fees for non-matriculated students during Fall 1975 may account for declining numbers of part-time non-matriculants. This runs counter to a national trend of greater participation among adults in continuing education programs, both in extension courses designed for part-time students and in regular academic curricula.

Although overall evening full-time enrollment has increased at a declining rate since 1974, the 1974-75 gain of 18 percent was substantial. The 1973-1974 increase (55.6 percent) almost doubled the size of the full-time evening student body (from 842 to 1310) in 1974. Increasing enrollment among part-time evening matriculant students helped to offset a decrease in part-time non-matriculants thereby producing an aggregate enrollment decline of 3 percent from 1974 to 1975 compared to a 4.9 percent decline between 1973-1974.

Among full-time matriculant students there was an overall decrease of less than one percent between 1974 and 1975 following a two percent increase in 1974. Part-time matriculants showed a decrease of 4.9 percent in 1975 compared with a 3 percent increase in 1974. The total picture shows a decrease of less than 1 percent for all full-time students from 1974 to 1975 following a 5 percent increase from 1973 to 1974.

The part-time decrease of almost 700 students (-7.5 percent) in 1975, is noteworthy. Small losses recorded for matriculated and non-matriculated students in 1974 (less than one-half of one

percent) swelled to a 7.5 percent loss in 1975. Part-time students continued to be evenly divided between matriculants and non-matriculants.

Division Enrollment. Examination of divisional enrollment trends is of interest because of their stature as indicators of program changes. Table 3 shows the division enrollment of matriculated students according to full and part-time attendance categories and day and evening enrollment status. In terms of matriculated students, a steady trend is observable in Technology enrollments, with an 8.4 percent increase from 1973 to 1974 followed by a 7.6 percent increase between 1974 to 1975. Technology students made up 22 percent of the matriculant enrollment in 1973 and 25.7 percent in 1975.

Liberal Arts and Allied Health and Natural Sciences exhibited strong reversals of modest growth trends in 1974. A 5.5 percent increase in Allied Health matriculated enrollment from 1973 to 1974 was neutralized by a 7.5 percent decrease in 1974-1975. A similar pattern is observed in the proportion of total matriculants in Allied Health. In Fall 1973, the proportion was 16.2 percent and in Fall 1975 it was 15.8 percent. In Liberal Arts, a 3.5 percent growth rate from 1973-1974 was counteracted by an 8 percent decline in 1974 to 1975. The proportion of Liberal Arts matriculants in the total college enrollment exhibited only minimal change, however, when the major growth year, 1974, is ignored and academic years 1973 (28.6 percent proportion) and 1975 (27.3 percent proportion) are observed. The enrollment decline in the

Table 3

Division Enrollment of Full and Part Time and Day and Evening Matriculated Students

Fall Semester 1975

Division	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Technology									
Full Time	2127	2215	4.1	89	123	38.2	2216	2338	5.5
Part Time	249	227	(8.8)	520	648	24.6	769	875	13.8
Subtotal	2376	2442	2.8	609	771	26.6	2985	3213	7.6
Commerce									
Full Time	2268	2141	(5.6)	216	257	19.0	2484	2398	(3.5)
Part Time	378	324	(14.3)	1068	1143	7.0	1446	1467	1.4
Subtotal	2646	2465	(6.8)	1284	1400	9.0	3930	3865	(1.6)
Allied Health									
Full Time	1308	1339	2.4	56	43	(23.2)	1364	1382	1.3
Part Time	473	338	(28.5)	302	258	(14.6)	775	596	(23.1)
Subtotal	1781	1677	(5.8)	358	301	(15.9)	2139	1978	(7.5)
Liberal Arts									
Full Time	1836	1641	(10.6)	167	241	44.3	2003	1882	(6.0)
Part Time	928	649	(30.1)	776	878	13.1	1704	1527	(10.4)
Subtotal	2764	2290	(17.1)	943	1119	18.7	3707	3409	(8.0)
College									
Full Time	7539	7336	(2.7)	528	664	25.8	8067	8000	(0.8)
Part Time	2028	1538	(24.2)	2666	2927	9.8	4694	4465	(4.9)
Subtotal	9567	8874	(7.2)	3194	3591	12.4	12761	12465	(2.3)

Division of Commerce (-4.7 percent between 1973 and 1974) has been somewhat arrested in 1975 with a 1.7 percent loss and presently accounts for 31 percent of the matriculant enrollment.

Day enrollment showed a 7.2 percent decrease across all divisions in the College while full-time day matriculants decreased 2.7 percent and part-time day matriculants 24.2 percent. Decreasing enrollments were in evidence in all divisions for part-time matriculants and in Commerce and Liberal Arts for full-time matriculants. Full-time enrollments in Technology and Liberal Arts showed small gains.

Evening enrollments showed an overall gain of 12.4 percent from 1974 to 1975. Full-time evening matriculants increased 25.8 percent while part-time evening matriculants increased 9.8 percent. Increases were registered for both full-and part-time evening matriculants in Technology, Commerce and Liberal Arts. Allied Health sustained losses in both full-and part-time evening matriculants.

Decreases in combined full-time day and evening enrollments in Commerce (-3.5 percent) and Liberal Arts (-6.0 percent) were partially offset by a 5.5 percent gain in Technology and a 1.3 percent gain in Allied Health. Despite part-time gains for day and evening students in Technology (13.8 percent) and Commerce (1.4 percent), sizable losses in Allied Health (-23.1 percent) and Liberal Arts (-10.4 percent) resulted in overall decline in part-time day and evening enrollment in the College.

Program Enrollment. Within the Division of Allied Health a total full-time gain of 10.5 percent in 1973-74 was followed

by a small gain of 1.3 percent in 1974-75. A decrease in part-time enrollment of 2.3 percent in this Division in 1973-74 was followed by a substantial loss of 23.1 percent in 1974-75. These figures result in a net gain of 5.5 percent in 1973-74 and a loss of 7.5 percent in 1974-75.

Decreasing enrollments were recorded in all full-time day programs in Allied Health except Nursing. Part-time day enrollments showed gains in Chemical Technology, Medical Technology and Radiology and losses in Dental Hygiene, Dental Laboratory Technology, Nursing, and Ophthalmic Dispensing. Overall part-time day enrollment in the Division sustained a loss of 28.5 percent. The total loss for full-time day and part-time day matriculants in this Division was 5.8 percent as compared to a gain of 10.2 percent in 1973-74.

Substantial losses in Nursing evening enrollment helped account for a division-wide enrollment loss of 23.2 percent among full-time evening matriculants and 14.6 percent among those enrolled part-time. The Medical Laboratory Technology program showed a sizable loss in evening full-and part-time enrollment. Gains were registered in Chemical Technology and Ophthalmic Dispensing for both full-and part-time evening enrollees. The remaining Allied Health programs (Dental Lab, X-Ray Technology and Dental Hygiene) do not offer a full schedule of evening courses. Total evening losses for the Division amounted to 15.9 percent in 1974-75 compared to a loss of 12.9 percent in 1973-74. (See Appendix I, Table A)

Within the Division of Commerce a decrease in full-time enrollment of 6.4 percent occurred in 1973-74 and was followed by a smaller loss of 3.5 percent in 1974-1975. A decline in part-time enrollment of 1.5 percent in 1973-1974 was reversed with a 1.4 percent gain in 1974-75. These figures combined for an overall loss of 1.6 percent in 1974-1975 compared to a 4.7 percent decrease in 1973-1974.

Gains were registered in *both* full-and part-time day matriculants in Lithography and Marketing while losses occurred among full and part-time matriculants in Accounting, Data Processing, Hotel Technology and Secretarial Science. Enrollment losses for the Division amounted to 5.6 percent among full-time day students and 14.3 percent among part-time day students for a total day matriculant loss of 6.8 percent compared to a 2.8 decrease in 1973-74.

Evening programs in Commerce showed a pattern of gains throughout the division. Full-time evening enrollment increased 19.0 percent in Fall 1975 compared to an 8.4 percent decrease in 1973-1974. All programs in the Division remained stable or increased in the number of full-time evening students enrolled. Part-time losses in evening matriculant enrollment were sustained by Secretarial Science and Accounting, while all other programs registered gains. Overall, part-time evening enrollment in Commerce increased by 7.0 percent in 1975. This gain, however, was not sufficient to offset day student losses thereby resulting in a total decrease of 1.6 percent in division enrollment in 1975.

Liberal Arts sustained an overall decrease of 8 percent in 1974-75 after a 3.5 percent increase in 1973-74. A 6 percent decrease in full-time students in 1974-75 was preceded by a 4.1 percent gain in 1973-74. Similarly a 10.4 percent decrease in part-time matriculants was preceded by a 2.9 percent increase in 1973-74. Decreasing full-and part-time day enrollments were evidenced in the Liberal Arts program and in the Educational Associate program. A gain in full-time day matriculated students was registered in the Community Service Assistant Program but this was offset by a decrease in part-time matriculants. Child Care lost a good percentage of full-time matriculated students but gained in part-time matriculants. Full-time day enrollment in Liberal Arts decreased by 10.6 percent and part-time day by 30.1 percent in 1975 for a divisional loss of 17.1 percent in 1974-75 compared to a 2.8 percent gain in 1973-74.

All evening programs showed increases in full-and part-time matriculants. The divisional gain was 18.7 percent compared to 5.7 percent in 1973-74 with evening gains of 44.3 percent and 13.1 percent among full-and part-time students respectively. Evening increases in Child Care and the Community Service Assistant Program were substantial. These gains however, were not sufficient to offset the decrease in day student enrollment.

The Division of Technology continued to show gains in matriculant enrollment in 1974-1975. Full-time enrollment increased 5.5 percent following a 5.4 percent increase in 1973-

1974 and part-time matriculant enrollment increased 13.8 percent compared to 18.1 percent in 1973-74. An overall increase in matriculant enrollment of 7.6 percent in 1974-75 was preceded by an 8.4 percent gain in 1973-74.

Full-time day enrollments increased in every program in the Division of Technology except Industrial Production and Machine Tool Technology. The overall increase in division enrollment for full-time day students was 4.1 percent. Part-time day enrollments in division programs were mixed; gains were registered in Civil Technology, Construction Technology, Electrical-Technology, Environmental Control Technology, and Machine Tool Technology while losses were registered in Architectural Technology, Automotive Technology, Design Drafting, Electro-Mechanical Technology, Fire Protection Technology, Industrial Arts and Mechanical Technology. Recorded gains in part-time day enrollment were not sufficient to offset losses for the total division which amounted to 8.8 percent in 1975. Total day matriculant enrollment increased 2.8 percent in 1974-75 compared to a 8.6 percent increase in 1973-74.

Gains in full-time evening matriculated students were registered in all programs except Industrial Arts. Part-time evening gains were noted in Automotive Technology, Civil Technology, Design Drafting Technology, Electrical Technology, Electro-Mechanical Technology, Environmental Control Technology, Industrial Products, Machine Tool Technology and Mechanical Technology, while part-time evening losses were sustained in Architectural Technology, Construction Technology, Fire Pro-

tection Technology and Industrial Arts. The full-time evening gain for the Division of Technology was 38.2 percent while the part-time evening gain was 24.6 percent. For the evening population as a whole, the division gain was 26.6 percent in 1974-1975, a substantial increase over the 7.6 percent gain recorded in 1973-74.

*Program Demand.** In the past year there has been a push toward reduction of enrollment in New York City Community College as Open Admissions, free tuition, innovative programs, and the very existence of some colleges, have been threatened by the city and state financial crisis. The number of incoming applications to the City University of New York has dropped below the level in 1974 and even receded to a figure below that in 1970. The number of applications in 1975 totaled 49,543 which is a 24.8 percent decrease from 1974.

New York City Community College, with its emphasis on career programs, its responsiveness to special demands for particular types of educational training, and its reputation for open access of students to non-traditional programs, has maintained its proportion of over 8 percent of college first choices in relation to total University applications despite a 25 percent drop in first choices from 1974 (see Table 4). The percentage of college first choices in relation to total University applications rose from 7.6 percent in 1970 to 8.4 percent in 1975. This amounts to an 8 percent average increase *per year* in the number of first choice applications for New York City Community College. But program demand is intimately related to the financial

Table 4

Program Demand Among
Entering Day Freshmen Students

Fall 1970-1975

Semester	Program Demand		
	Total UAPC Applications	Total First Choices College	Percent of First Choice College
Fall 1970	52,394	3,990	7.6%
Fall 1971	61,859	4,492	7.3%
Fall 1972	61,895	6,092	9.8%
Fall 1973	59,427	5,256	8.8%
Fall 1974	65,946	5,615	8.5%
Fall 1975	49,543	4,168	8.4%

*Program demand is defined as a proportion of the number of incoming applications for admission to the City University of New York and first choices recorded for programs offered in New York City Community College.

ability of the College to support its enrollment and this has been dangerously curtailed in the past year. A continuous theme of "no growth" will constrict the progress of the College toward its goal of offering quality educational programs to all who need them and will impair the utility of "program demand" as a concept that can be used to measure institutional effectiveness.

Average Credits. Post-secondary attendance patterns of college-age youth are of major interest to faculty and administrators in New York City Community College because of their status as one index of academic motivation. In this study, average student credit hours are tabulated and compared to previous year data.

Table 5 presents a comparative view of total and average credit hours for part-and full-time matriculant and non-matriculant students enrolled during Fall semesters 1974 and 1975. Average credit hours undertaken by full-time students increased from 15.6 in 1974 to 16.4 in 1975. Despite vicissitudes in the number of students enrolled, both cumulative and average credit hours have increased steadily from Fall semester 1973, through 1974 and 1975. A similar pattern is in evidence for part-time students; average credit hours increased slightly from 6.9 in 1974 to 7.1 in 1975. This small gain, however, does not reverse a trend of decline from the 1973 part-time average of 7.7 credit hours per student.

Non-matriculated students have continued to increase their average credit hours of enrollment from 6.5 hours in 1973 to

Table 5

Average Student Credit Hours

Fall 1974-1975*

Enrollment Status	Average Credits					
	1974			1975		
	Hdct	Credit Hours	Avg Credits	Hdct	Credit Hours	Avg Credits
Full-Time	8,067	125,565.5	15.6	8,000	130,754.0	16.4
Part-Time	4,694	32,158.0	6.9	4,465	31,527.5	7.1
Non-Matric.	5,316	37,635.5	7.1	4,946	37,788.0	7.6
Total	18,077	195,359.0	10.8	17,411	200,079.5	11.5

*Enrollment is reported in terms of headcount

7.1 hours in 1974 and 7.6 hours in 1975. These average hour increases have occurred despite a fluctuating enrollment pattern. Average credit hours of enrollment have increased in virtually every category between 1974 and 1975 and represent a continuous rising trend from 1973 to 1975 in all categories except part-time students.

Credit Attrition. Within-semester credit loss is one measure of student dissatisfaction with the college experience. College and university personnel have routinely collected admissions and withdrawal data between academic semesters but few attempts have been made to collect such data over the course of one semester. Table 6 presents data descriptive of credit attrition in New York City Community College at beginning-of-semester and end-of-semester reporting dates for Fall semesters 1973, 1974 and 1975. The data reveal that:

1) Credit attrition in New York City Community College in Fall semester 1975 approximated a rate of 13 percent of all credits attempted out of a full-time student credit load (12 credits).

2) A significant differential in credit hour attrition is observed between beginning-of-semester and end-of-semester reporting dates during Fall semesters 1973 through 1975; the rate in 1973 was 17.1 percent; in 1974 it increased to 19.1 percent; and in 1975 it decreased to 12.8 percent.

If these data were used as a baseline measure of institutional impact, the findings could be interpreted to suggest increasing instructional efficacy over academic semesters. Future studies will be concerned with the analysis of this phenomenon and its implications for credit attrition among different student subgroups.

Table 6

Credit Attrition Among Matriculated and Non-Matriculated Students*

Fall 1974-1975*

Credit Attrition	Year and Credits	
	Fall, 197[illegible]	Fall, 1975
Beginning Semester	195,359.0	200,075.5
End Semester	158,057.0	174,415.0
Percentage Attrition	19,1%	12.8%

*Enrollment is reported in terms of headcount

Geographic Origin. A final enrollment variable considered in this study is the geographic origin of students. Data presented in Table 7 display a virtually unchanged distribution from 1974 to 1975 despite a 3.7 percent enrollment decrease. Ninety-six percent of the students live in New York and of this group, two-thirds (approximately 64.9 percent) derive from Brooklyn. The remainder is distributed as follows: Bronx - 5.7 percent, Manhattan - 10.6 percent, Queens - 13.4 percent, Staten Island - 1.2 percent, and non-New York City residents - 4.2 percent. Within this matrix, a "supply and demand" relationship between curriculum preferences of students and program availability would appear to be the primary determinant of college selection.

Conclusions and Implications

While no single study can account for all factors involved in the college attendance patterns of post-secondary youth, careful attention to what is known about the characteristics of enrolled students can result in improved educational services for citizens residing in the college service region. This section will bring together known facts about the college enrollment profile and their implications for future enrollment trends in the College. Six areas are considered: 1) enrollment trends in a national spectrum of two-year and four-year colleges; 2) Fall semester enrollment trends in New York City Community College; 3) enrollment by program; 4) credit attrition; 5) average credit hours; and 6) geographic origin of students. Each area describes a unique facet of the College enrollment distribution

Table 7
Geographic Origin of Students:
Fall Semester 1975

Origin	Number	Percent
Brooklyn	11,303	64.9%
Bronx	999	5.7%
Manhattan	1,844	10.6%
Queens	2,326	13.4%
Staten Island	212	1.2%
Non-New York City Residents	727	4.2%
Total*	17,411	100.0%

and can be incorporated into the planning model presented in the Master Plan Update: Guidelines for Planning (February 1976).

Enrollment Trends in Higher Education

*Known: The national enrollment picture for Fall semester 1975 is characterized in terms of a network of anomalies and contradictions. Long-term enrollment projections, established by the Carnegie Commission and the National Center for Educational Statistics, indicate that college and university enrollments over the next three decades will fall short of earlier projections. But enrollment in colleges and universities increased significantly during 1974 particularly among non-traditional students. Short-term projections indicate that this trend will probably continue into the next academic year.

*Implication: A real disparity exists between observed short term enrollment trends and long-range forecasts. Enrollment projections will be difficult to validate because of variation in the enrollment mix in institutions classified according to geographical location, type of control and curriculum organization. Factors outside institutional control can cause fluctuation in enrollment--course offerings and course schedules at other institutions; rising unemployment caused by the economic recession; increased numbers of non-traditional students enrolling in college; introduction of curricular reforms in college educational programs; increasing cost of higher education, changing attitudes of the public toward higher education; and constriction in support for college programs by state and local agencies. Intra-institutional factors also influence the enrollment profile--budget cutbacks; location and duration of credit and non-credit courses; scheduling and advertising of instructional activities, and institutional grading practices have a predictable effect on enrollment patterns in colleges and universities.

Enrollment Trends in New York City Community College

*Known: Headcount enrollment in New York City Community College decreased 3.7 percent during Fall semester 1975 as compared to the same point in time during Fall semester 1974. This change signals a return to 1973 enrollment levels despite moderate increases in 1974. Full-time evening enrollment for both matriculants and non-matriculants continued to increase in 1975 although at a slower rate than in 1974. Full-time day matriculant and part-time evening non-matriculant enrollments have continued to

decrease steadily since 1973.

*Implication: New York City Community College has demonstrated a capacity to moderate enrollment in accord with diminishing financial resources. But if the College is to adequately serve its service area population, institutional reforms will have to be undertaken in the area of finance. Non-traditional students are the first to feel the effects of a program retrenchment. Needed will be a level of human and financial resources that enable the College to institute the full complement of learning support services that are required by its student constituencies.

Program Enrollment

*Known: Headcount enrollment of full-time matriculated students decreased by .8 percent in college educational programs between Fall 1974 and Fall 1975. Part-time matriculant enrollment decreased by 4.9 percent with Technology experiencing an 13.8 percent increase, Liberal Arts a 10.4 percent decrease, Allied Health a 23.1 percent decrease, and Commerce a 1.4 percent decrease. Significant decreases in day enrollment are noted for Allied Health (5.8 percent), Liberal Arts (17.1 percent), and Commerce (6.8 percent) while Technology increased by 2.8 percent. Evening enrollment increased in Liberal Arts (18.7 percent), Technology (26.6 percent) and Commerce (9.0 percent) and declined in Allied Health (-15.9 percent). The following two-year enrollment patterns are noted across all divisions.

Allied Health--increased enrollments of full-time students and of day students from 1973-1975 but suffered decreases in part-time and in evening students.

Commerce--maintained enrollments from 1973 to 1975 for part-time and for evening students but experienced decreases in full-time and day enrollments.

Liberal Arts--experienced losses from 1973 to 1975 for full-time, part-time and day enrollees but enjoyed an increase in evening enrollees for each of the three years.

Technology--enjoyed continuing increases in all areas over the three year period: full-time, part-time day and evening. Part-time and evening enrollments increased by more than one-third over the three-year period.

*Implication: Decreases in full-time day and evening enrollment would appear to reflect the changing financial picture in the College. Regardless of the fact that demand is greater than ever for access to college programs, further reductions in enrollment are planned. One can only wonder what would happen in New York City Community College if unlimited enrollment were permitted. Efforts should be made to stabilize the level of operating resources during the 1975-1976 academic year. Programs engendering concepts of educational extension--evening programs and the like--should be continued at full funding levels.

Credit Attrition

*Known: Credit loss in New York City Community College decreased substantially between beginning-of-semester and end-of-semester reporting dates during Fall semester 1975. The attrition rate approximated 12.8 percent of all credits attempted. This represented a substantial decrease over the 1974 figure of 19.1 percent.

*Implication: Credit attrition points to a moderate loss of instructional effort in New York City Community College. National studies indicate that within -semester attrition in community colleges approximates a rate of 15 to 40 percent of enrolled students. The relatively low local rate may be partially explained by increased student fees during the Fall semester and the planned enforcement of institutional performance standards. Students may be reluctant to withdraw from courses if the financial and educational stakes are high.

Average Credits

*Known: Credit averages of full-time students attending New York City Community College have increased from a rate of 15.6 credit hours per semester in 1974 to 16.4 in 1975. Similarly, credit averages of part-time students have increased from a rate of 6.9 credit hours per semester in 1974 to 7.1 credit hours in 1975. Credit averages increased in all but one category over the three year period 1973 through 1975.

*Implication: A data trend marked by increasing credit averages of students would seem to support the conclusion that regional citizens have increased their commitment to educational programs in New York City Community College. A significant body of literature over the past year has been devoted to the effects of the economic recession on higher education enrollments. The effects produced in community colleges are most noticeable in the area of increased enrollments in career and continuing education programs. Additional research will be necessary on factors underlying increased credit loads among regional two-year college students.

Geographic Origin

*Known: Data pertaining to the geographic origin of students enrolled in New York City Community College reveal that the majority of students reside in Brooklyn. Approximately 65 percent live in Brooklyn while smaller proportions reside in the remaining four boroughs of New York City. The percentages are as follows: Bronx - 5.7 percent, Manhattan - 10.6 percent, Queens - 13.4 percent, and Staten Island - 1.2 percent. This distribution is virtually the same as that recorded for 1974.

*Implication: Given a condition in which many students commute long distances to campus, it would seem obvious that the market appeal of programs is a dominant force underlying any decision to enroll in New York City Community College. In one sense this undercuts the argument for decentralization of college programs but, in another sense, it promotes the concept of a metropolitan-wide approach to educational programming.

One of the major observations which can be made from a comparative study of enrollments at New York City Community College in 1973, 1974 and 1975 is the tendency toward a return to 1973 enrollment levels in several of the 1975 enrollment categories after modest increases in 1974:

	1973	1974	1975	% Change
Total Enrollment	17,630	18,077	17,411	-1.2%
Matriculated Enrollment	12,485	12,761	12,465	-0.2%
Part-time day matriculated Enrollment	1,659	2,028	1,538	-7.2%
Part-time evening matriculated Enrollment	2,909	2,666	2,927	+0.6%

This is probably due to the countervailing mix of factors apparent in the trend toward increasing pressure for enrollment among regional students but decreasing ability of the College to pay for and operate a full complement of programs. Research in the future will need to be directed toward the identification of an appropriate ratio of students to operating costs. In a

period of tight resources, administrative latitude to attempt educational innovations and to admit increasing numbers of students is limited. Resources will need to loosen up before significant change can be expected to occur. Also, admission will have to be restricted to a carefully selected student body.

Present research has provided extensive information pertaining to the enrollment distribution of students attending New York City Community College during Fall semester 1975. Research has also served to examine and define current and projected enrollment trends in a national spectrum of two-year colleges. Trends, such as decreasing financial resources to support college enrollments; stabilization of long-term enrollment projections in public colleges and universities; and short-term enrollment growth in community colleges were examined and the implications of these trends specified. It is apparent that new sources for financial support will have to be found if New York City Community College is to realize its educational goals. Additionally, educational needs of the service area population will need to be analyzed if the College is to moderate its enrollment through a formula approach to student admissions.

With the advent of Open Admissions but limited resources for continuing support of this program, a problem develops as to the capacity of the College to maintain its "open door." Enrollment losses are small considering the gravity of the financi situation in New York City. And, it would seem that given the continuing economic recession and the lapse in public confidence in higher education, a steady state pattern of enrollment is not

due to any structural weaknesses in the College. It is the future task of faculty and administrators to determine whether, and in what ways the College can continue to perform its diverse educational mission in the New York City metropolitan area particularly as it relates to the infusion of new resources and new students.

Appendix I

Program Enrollment

Table A

Allied Health Enrollments by Curriculum Programs
For Full-and Part-Time and Day and Evening Matriculated Students:

Fall Semester 1975

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	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Chemical Technology									
Full Time	145	145	0.0	4	11	175.0	149	156	4.7
Part Time	11	18	63.6	31	37	19.4	42	55	31.0
Subtotal	156	163	4.5	35	48	37.1	191	211	10.5
Dental Hygiene									
Full Time	169	168	(0.6)	0	0	0.0	169	168	0.6
Part Time	16	10	(37.5)	0	1	100.0	16	11	(31.2)
Subtotal	185	178	(3.8)	0	1	100.0	185	179	(3.2)
Dental Laboratory									
Full Time	158	148	(6.3)	0	0	0.0	158	148	(6.3)
Part Time	48	36	(25.0)	0	1	100.0	48	37	(22.9)
Subtotal	206	184	(10.7)	0	1	100.0	206	185	(10.2)
Medical Laboratory									
Full Time	291	231	(20.6)	36	24	(33.3)	327	255	(22.0)
Part Time	50	54	8.0	170	167	(1.8)	220	221	.4
Subtotal	341	285	(16.4)	206	191	(7.3)	547	476	(13.0)
Nursing									
Full Time	266	386	45.1	9	1	(88.9)	275	387	40.7
Part Time	281	146	(48.0)	64	3	(95.3)	345	149	(56.8)
Subtotal	547	532	(2.7)	73	4	(94.5)	620	536	(13.5)

Table A (continued)

Division Enrollment of Full and Part Time and Day and Evening Matriculated Students

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Ophthalmic Dispensing									
Full Time	169	152	(10.1)	7	7	0.0	176	159	(9.6)
Part Time	35	33	(5.7)	37	49	32.4	72	82	13.9
Subtotal	204	185	(9.3)	44	56	27.3	248	241	(2.8)
Radiology									
Full Time	110	109	(0.9)	0	0	0.0	110	109	(0.9)
Part Time	32	41	28.1	0	0	0.0	32	41	28.1
Subtotal	142	150	5.6	0	0	0.0	142	150	5.6
Division									
Full Time	1308	1339	2.4	56	43	(23.2)	1364	1382	1.3
Part Time	473	338	(28.5)	302	258	(14.6)	775	596	(23.1)
Total	1781	1677	(5.8)	358	301	(15.9)	2139	1978	(7.5)

Table B

Commerce Enrollments by Curriculum Programs for Full-and Part-Time and Day and Evening Matriculated Students

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Accounting									
Full Time	419	338	(19.3)	91	91	0.0	510	429	(15.9)
Part Time	51	39	(23.5)	396	392	(1.0)	447	431	(3.6)
Subtotal	470	377	(19.8)	487	483	(0.8)	957	860	(10.1)
Commercial Art									
Full Time	318	290	(8.8)	14	14	0.0	332	304	(8.4)
Part Time	44	50	13.6	52	61	17.3	96	111	15.6
Subtotal	362	340	(6.1)	66	75	13.6	428	415	(3.0)
Data Processing									
Full Time	208	193	(7.2)	25	41	64.0	233	234	0.4
Part Time	45	34	(24.4)	108	116	7.4	153	150	(2.0)
Subtotal	253	227	(10.3)	133	157	18.0	386	384	(.5)
Graphic Arts									
Full Time	164	184	12.2	9	12	33.3	173	196	13.3
Part Time	37	24	(35.1)	64	75	17.2	101	99	(2.0)
Subtotal	201	208	3.5	73	87	19.2	274	295	7.7
Hotel Technology									
Full Time	269	220	(18.2)	18	23	27.8	287	243	(15.3)
Part Time	43	38	(11.6)	64	87	35.9	107	125	16.8
Subtotal	312	258	(17.3)	82	110	34.1	394	368	(6.6)

Table B (continued)

Division Enrollment of Full and Part Time and Day and Evening Matriculated Students

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Lithography									
Full Time	67	90	34.3	2	6	200.0	69	96	39.1
Part Time	11	14	27.3	4	18	350.0	15	32	113.3
Subtotal	78	104	33.3	6	24	300.0	84	128	52.4
Marketing									
Full Time	313	317	2.7	34	40	17.6	347	357	2.9
Part Time	40	48	20.0	142	170	19.7	182	218	19.8
Subtotal	353	365	3.4	176	210	19.3	529	575	8.7
Secretarial									
Full Time	510	509	(0.2)	23	30	30.4	533	539	1.1
Part Time	107	77	(28.0)	238	224	(5.9)	345	301	(12.8)
Subtotal	617	586	(5.0)	261	254	(2.7)	878	840	(4.3)
Division									
Full Time	2268	2141	(5.6)	216	257	19.0	2484	2398	(3.5)
Part Time	378	324	(14.3)	1068	1143	7.0	1446	1467	1.4
Subtotal	2646	2465	(6.8)	1284	1400	9.0	3930	3865	(1.6)

Table C

Liberal Arts Enrollments by Curriculum Programs
For Full-and Part-Time and Day and Evening Matriculated Students:

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Liberal Arts									
Full Time	1383	1204	(12.9)	149	182	2.1	1532	1386	(9.5)
Part Time	330	298	(9.7)	681	736	8.1	1041	1034	2.3
Subtotal	1713	1402	(18.2)	830	918	10.6	2543	2320	(4.8)
Community Service Assistant									
Full Time	84	123	46.4	3	35	1066.7	87	158	81.6
Part Time	93	47	(49.5)	10	37	270.0	103	84	(18.4)
Subtotal	177	170	(4.0)	13	72	453.8	190	242	27.4
Child Care									
Full Time	319	283	(11.3)	15	24	60.0	334	307	(8.1)
Part Time	54	64	18.5	85	104	22.4	139	168	20.7
Subtotal	373	347	(7.0)	100	128	28.0	473	475	0.4
Educ. Associate									
Full Time	50	31	(38.0)	0	0	0.0	50	31	(38.0)
Part Time	451	240	(46.8)	0	1	100.0	451	241	(46.6)
Subtotal	501	271	(45.9)	0	1	100.0	501	272	(45.7)
Division									
Full Time	1836	1641	(10.6)	167	241	44.3	2003	1882	(6.0)
Part Time	928	649	(30.1)	776	878	13.1	1704	1527	(10.4)
Total	2764	2290	(17.1)	943	1119	18.7	3707	3409	(8.0)

Table D

Technology Enrollments by Curriculum Programs
For Full-and Part-Time and Day and Evening Matriculated Students:

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Architectural Tech									
Full Time	144	151	4.9	7	8	14.3	51	159	5.3
Part Time	23	12	(47.8)	35	33	(15.7)	58	45	(22.4)
Subtotal	167	163	(2.4)	42	41	(2.4)	209	204	(2.4)
Automotive Tech									
Full Time	232	232	0.0	4	9	125.0	236	241	2.1
Part Time	21	17	(19.0)	21	55	161.9	42	72	71.4
Subtotal	253	249	(1.6)	25	64	156.0	278	313	12.6
Civil Tech									
Full Time	57	80	40.4	3	3	0.0	60	83	38.3
Part Time	6	6	0.0	3	14	366.7	9	20	122.2
Subtotal	63	86	36.5	6	17	183.3	69	103	49.3
Construction Tech									
Full Time	178	188	5.6	12	12	0.0	190	200	5.3
Part Time	31	46	48.4	85	82	(3.5)	116	128	10.3
Subtotal	209	134	12.0	97	94	(3.1)	306	328	7.2
Design Drafting									
Full Time	127	129	1.6	5	6	20.0	132	135	2.2
Part Time	24	19	(20.8)	32	35	9.4	188	189	(0.5)
Subtotal	151	148	(2.0)	37	41	10.8	188	189	(0.5)

Table D (continued)

Division Enrollment of Full and Part Time and Day and Evening Matriculated Students

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Electrical Tech									
Full Time	578	590	2.1	27	43	59.2	605	633	4.6
Part Time	50	52	4.0	147	199	35.4	197	251	27.4
Subtotal	628	642	2.2	174	242	39.1	802	884	10.2
Electromechanical Tech									
Full Time	149	166	11.4	10	10	0.0	159	176	10.7
Part Time	21	18	(14.3)	42	47	11.9	63	65	3.2
Subtotal	170	184	8.2	52	57	9.6	222	241	8.6
Environmental Control Tech									
Full Time	157	170	8.3	6	10	66.7	163	180	10.4
Part Time	8	11	37.5	37	55	48.6	45	66	46.7
Subtotal	165	181	9.7	43	65	51.2	208	246	18.3
Fire Protection Tech									
Full Time	163	170	4.3	1	7	600.0	164	177	7.9
Part Time	23	10	(56.5)	7	6	(14.3)	30	16	(46.7)
Subtotal	186	180	(3.2)	8	13	62.5	194	193	(0.5)

Table D (continued)

Division Enrollment of Full and Part Time and Day and Evening Matriculated Students

Fall Semester 1975

	Day			Evening			Total		
	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %	1974	1975	Inc (Dec) %
Industrial Arts									
Full Time	156	157	0.6	7	5	(28.6)	163	162	(0.6)
Part Time	19	12	(36.8)	66	60	(9.1)	85	72	(15.3)
Subtotal	175	169	(3.4)	73	65	(11.0)	248	234	(5.6)
Industrial Production									
Full Time	14	6	(57.1)	0	0	0.0	14	6	(57.1)
Part Time	0	0	0.0	0	1	100.0	0	1	100.0
Subtotal	14	6	(57.1)	0	1	100.0	14	7	(50.0)
Machine Tool Tech									
Full Time	80	70	(12.5)	0	0	0.0	80	70	(12.5)
Part Time	2	7	250.0	3	21	600.0	5	28	460.0
Subtotal	82	77	(6.1)	3	21	600.0	85	98	15.3
Mechanical Tech									
Full Time	92	106	15.2	7	10	42.8	99	116	17.2
Part Time	21	17	(19.0)	42	40	4.8	63	57	9.5
Subtotal	113	123	8.8	49	50	2.0	162	173	6.8
Total	2376	2442	+2.8	609	771	26.6	2985	3213	7.6